Wyoming's Strategic Prevention Framework State Incentive Grant

Community Strategic Planning Workbook



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Workbook is Also Available Online: http://spfsig.preved.org/news.php

Strategic Planning Contributors

List the names of people in your community, the organizations they represent, and the contributions they made to the development of the strategic plan in Table 1 below.

Table 1. Workbook Contributors

Name	Organization	Contribution
Tim Feathers Chief of Police	City of Powell	Review and feedback
Lee Blackmore Police Officer	City of Powell, Northwest College	Review and feedback
Cynthia Garhart Counselor	Northwest College	Review and feedback
Roena Halbur Counselor	Northwest College	Review and feedback
Dee Havig Director, Residence and Campus Life	Northwest College	Review and feedback
Ruth Edge, RN Supervisor	Park County Public Health	Review and feedback

Introduction

Wyoming received the Strategic Prevention Framework State Incentive Grant (Prevention Framework) from the Federal Substance Abuse Mental Health Services Administration (SAMSHA) on September 30, 2004, along with 20 other states and territories.

The purpose of the project is to implement the five components of the SPF planning model at both state and community levels in Wyoming. The following diagram details this process (Center for Substance Abuse Prevention, 2005).

Figure 1. Five Steps of the Strategic Prevention Framework Process



At the state level, Wyoming has completed the needs assessment and funding allocation plan. Mobilization and capacity building take place throughout the project. Wyoming's needs assessment identified the targeted problem as the misuse of alcohol and its consequences, and Wyoming's allocation strategy funds all 23 counties and the Wind River Reservation as Prevention Framework (PF) community grantees.

Outcome-Based Prevention

The foundation of the PF process is the outcome-based prevention model (Lowther & Birckmayer, 2006).

Figure 2. PF Needs Assessment Logic Model



In this model a community details its substance-related consumption and consequence data, researches the causal areas that may impact these problems, and chooses evidencebased policies, practices, and programs to address the identified causal areas.

Purpose

The purpose of this workbook is to help PF funded communities go through the outcome-based prevention model. The current task is to develop a strategic plan. This means that grantees, and the community partnerships, must successfully select and implement evidence-based interventions. This workbook lays out the organizational structure of the Strategic Plan that is to be developed by each community. To be effective, you should not complete this workbook alone. Instead, you and your Community Advisory Council (CAC) should work together to complete this task.

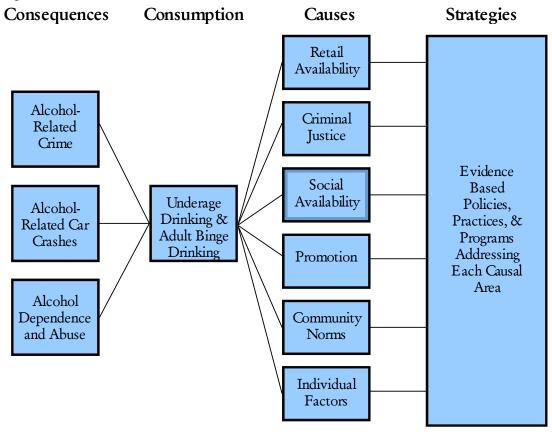
Keep in mind that Wyoming has already identified the targeted need for this project—the misuse of alcohol.

"Misuse of alcohol" means that:

- 1. The primary target for the PF is underage drinking, and adult binge drinking. Underage drinking refers to any use of alcohol by anyone under the age of 21, while adult binge drinking refers to those 18 years and older who have five of more drinks on any one occasion.
- 2. The secondary target for the PF is the most significant consequences of the misuse of alcohol in Wyoming: alcohol-related crime, alcohol-related motor vehicle crashes, and alcohol dependence and abuse.

Workbook Organization

Figure 3. Outcome-Based Prevention Model



Developing a comprehensive strategic plan at the community level requires a vision for organizing specific prevention programs, policies, and practices to address substance abuse problems locally. A well-developed strategic plan will increase the likeliness of a strategy being implemented effectively.

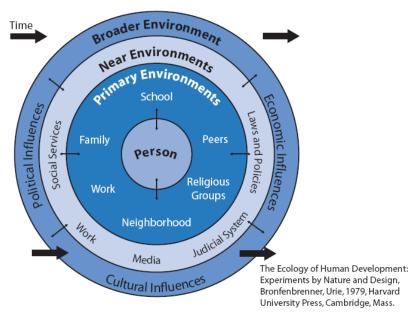
The deadline for submitting your Community Strategic Plan is August 31, 2007. Two copies of the Community Strategic Plan should be submitted, one by mail and one electronically to:

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Human Environmental Framework

Figure 4 illustrates the Human Environmental Framework, which shows that interventions can start in many different areas and will affect more than one environment. Strategies that focus on multiple factors and conditions will contribute to a more comprehensive prevention plan.

Figure 4. Human Environmental Framework



This figure depicts social environments or spheres of influence in concentric circles that flare outward, moving progressively away from direct influence on the individual toward increasingly indirect influence, and advancing over time. A comprehensive intervention plan should identify a mix or layering of interventions that target salient risk and protective factors in multiple contexts across the life span.

Evidence-based Prevention

States are required to follow certain guidelines in the policies, practices, and programs it selects in the Prevention Framework project. Every strategy implemented by the Prevention Framework must be evidence-based. This means that 100% of all strategies must be evidence-based.

Under the Prevention Framework project, evidence-based is defined as follows:

- 1. Inclusion in a Federal List or Registry of evidence-based interventions;
- 2. Being reported (with positive effects) in a peer-reviewed journal; OR
- 3. Documentation of effectiveness based on the following three guidelines:
 - The intervention is based on solid theory or theoretical perspective that has been validated by research;
 - The intervention is supported by a documented body of knowledge a converging of empirical evidence of effectiveness – generated from similar or related interventions tat indicate effectiveness; AND
 - The intervention is judged by a consensus among informed experts to be effective based on a combination of theory, research and practice experience. "Informed experts" may include key community prevention leaders, and elders or respected leaders within indigenous cultures.

Finding Strategies

The following is list of websites that may be used to find evidence-based strategies. This is not an all-inclusive list and may also include strategies that would not be relevant for your community:

- National Registry of Evidence-based Programs and Practices: http://www.nrepp.samhsa.gov/
- Office of Juvenile Justice and Delinquency Prevention: http://www.dsgonline.com/mpg2.5/mpg_index.htm
- CSAP's Centers for the Application of Prevention Technologies (CASAT): http://casat.unr.edu/bestpractices/search.php
- Alcohol Policy Information System: http://www.alcoholpolicy.niaaa.nih.gov/index.asp?SEC={B4296FE1-6F35-4175-B85D-17D5A53EE062}&Type=NONE
- Leadership to Keep Children Alcohol Free: http://www.alcoholfreechildren.org/en/prevention/pubs.cfm
- National Highway Traffic Safety Administration (NHTSA):

http://www.nhtsa.dot.gov/portal/site/nhtsa/menuitem.3d62007aac5298598fcb 6010dba046a0/

Every participant has received a CD containing research articles and other publications that may be useful in developing your strategic plan.

Evidence-based Environmental Strategies

The following is a list of just a few of the evidence-based environmental strategies:

- Responsible beverage service
- Alcohol compliance checks
- Happy hour restrictions
- Reducing alcohol outlet density
- Limiting hours/days of retail sales
- Sobriety and traffic safety checkpoints
- Graduated drivers' license laws
- Social host laws
- Keg registration
- Restricting alcohol sales at public events
- Increasing taxes on sales of alcohol
- Dram shop liability

Choosing the Right Strategy for your Community

There are many factors to consider prior to choosing your strategies. Not all strategies will be effective in all communities.

All strategies must be based on data collected around each of the causal areas during your Needs Assessment. Please review your Needs Assessment Workbook.

One factor to consider is whether or not there is community support for the strategy. If the community does not support the strategy, it is unlikely that the strategy would bring about positive change if implemented.

It is also important to look at what laws are already in place and what laws may prevent certain strategies from being implemented. For example, sobriety checkpoints, shown to be evidence-based, are unlawful in Wyoming (Statute 7-17-101). For this reason, it would not make sense for a community to focus on this strategy.

Another factor to consider is which strategies show the greatest likelihood of showing positive results. There are many great strategies out there, but it is important to look at what the effect would be on the community as a whole.

Logic Model

Logic Model

The Centers for Disease Control and Prevention defines logic model as "a systematic and visual way to present the perceived relationships among the resources you have to operate the program, the activities you plan to do, and the changes or results you hope to achieve" (www.cdc.gov/tobacco/evaluation_manual/glossary.html).

The logic model found on page 11 should be completed by all communities as part of the Strategic Plan. It is important that you work with your coalition when developing this logic model. All communities will have an opportunity to practice developing a logic model.

Community Logic Model

What are the	What are the causal	What evidence-	What activities are	What activities are	What are you going
consequence and	areas you are going	based strategies are	going to take place	going to take place	to do to evaluate
consumption areas	to focus on (review	you going to use	in Year 1 (October	in Year 2 (October	your strategies?
you are going to	your answer to	for each causal	2007 – September	2008 – September	
focus on (from	Question 40 from	area?	2008)?	2009)?	
Needs Assessment)?	the Needs				
Include your goals	Assessment)?				
and objectives.					
Consequence areas:	Causal areas:	All three strategies	See pages 27-31 of	See pages 27-31 of	The coalition
Drinking and	-Social Availability	will target	this strategic plan.	this strategic plan.	agrees to work
driving among all	-Community	underage, young			closely with
ages - address	Norms -Criminal	adult and adults.	Social norms	Activities to sustain	WYSAC in
driving fatalities	Justice These three		campaign activities	and continue social	developing
and crashes.	areas were selected	Social Norms	in the high school,	norms activities in	evaluation methods
Underage drinking	because they are	Campaign	college and	the high school,	for our county.
and binge drinking	ranked the highest		community.	college and	
by adults - address	in regards to	Brief Intervention		community.	
addiction rates in	contributing to the	with Motivational	Training counselors		
the future.	misuse of alcohol	Interviewing	for brief	Activities to sustain	
	and the possibility		intervention and	and evaluate brief	
Consumptions	of change.	Sanctions and	implementing	intervention and	
areas:		Monitoring for	program.	implementing	
Underage drinking		Convicted Drunk		program.	
and binge drinking		Drivers	Research and		
among young			discussion		
adults and adults.			regarding		

	sanctions and monitoring for convicted drunk drivers.	

Organization of Strategic Plan

Form 1: Cover Sheet				
(Please place this as the top	page for	r your ap	oplication)	
County: Park County				
Name and title of primary contact: Jay Otto			Phone: (30	07) 578-2657
Email (required):jotto@wphcody.org	Fax:	(307) 57	3-2713	
Mailing Address: 707 Sheridan Ave.		City:	Cody	Zip: 82414
Shipping Address (if different): , ,				
Total Funding Request for First Year Implemen	tation:	\$73,958	.00	
Name, organization, address, phone, fax, email & Agency authorized to sign contracts. Lead Agency: West Park Hospital District Organization: West Park Hospital District Address 1: West Park Hospital Address 2: 707 Sheridan Avenue City: Cody State: WY Zip: 82414 Contractor Signatory: Doug McMillan Phone: (307) 578-2657 Fax: (307) 578-2485 Email: dmcmillan@wphcody.org Tax ID: 83-0207671	& tax id	entificati	ion number	for the <u>Lead</u>
Certification: I certify to the best of my knowl community strategic plan is correct. I certify th Coalition was involved in the development of the authorized by the agency's governing body to as Plan.	at the C nis comr	ommuni nunity st	ity Advisory trategic plan	y Council and/or 1. I have been
Signature of Primary Contact				Date

Signature of Fiscal Agent	 Date

Form 2: Geographic Setting/Community Characteristics Limit 2 pages

Describe the geographic setting of the community.

- What are the geographic boundaries?
- What are the socio-economic issues relevant to the community?
- What are the characteristics of the community?
- Describe the target population you will be focusing on.

The community to be served is Park County, Wyoming. Park County has two major population centers: Cody (8,835; Wyoming Census data 2000), which is known for ranching and tourism; and Powell (5373; Wyoming Census data 2000), which is an agricultural community. Several smaller communities including Clark, Ralston, and Meeteetse lie within the Park County district being served by the grant application.

The weekly wages in Park County are \$75 lower on average than state averages and \$300 lower than the US averages. Fifty-nine percent of the total jobs are seasonal with average employment increasing 54% for the months of May through September. Cody's economy is largely based on tourism which results in seasonal hiring (peaking during the summer) and an influx of visitors during the summer. Recently, Cody's economy has seen a resurgence of activity associated with the petroleum industry, but in general, Park County has not seen the significant increases experienced by other Wyoming communities.

Powell's economy is diverse with agriculture as the single largest component. Northwest College is located in Powell serving about 1,800 students – many of which are traditional college age with a significant portion of freshman students living on-campus.

There are three school districts in Park County serving students in Cody, Meeteetse, and Powell. Cody and Powell each have a local hospital and medical facilities for local citizens. Cody has a substance abuse treatment center providing in-patient, out-patient, and intensive out-patient treatment services. Park County is served by a separate agency, Yellowstone Behavioral Health Center, which provides mental health services separately from substance abuse treatment.

The ethnic distribution of Park County is very similar to Wyoming as detailed in the table below. The single largest minority is Hispanic / Latino. There tends to be slightly more

Hispanic individuals living in Powell. Powell has a migrant population which peaks during the summer and decreases significantly during the winter.

Ethnic Distribution of Park County

White, not Hispanic	Total # 24,356	% of Population 94.5
Black, not Hispanic	19	.1
Native American	104	.4
Asian and Pacific Islander	123	.4
Hispanic/Latino	959	3.7
Multiracial	209	.8
Other	16	.1
Unknown		
Total	25,786	100%

The target populations for this grant will be underage youth (underage drinking) and adults (binge drinking, drinking and driving) living in Park County (including students of Northwest College).

Form 3: Coalition Involvement Limit 2 pages

Describe the coalition and its involvement in the implementation of the strategies.

- What are the coalition's vision and mission statements?
- What is the history and makeup of the coalition?

Park County has four existing active community coalitions that meet regularly to deal with health issues. There are three that focus on the issues surrounding alcohol use and misuse. The Powell Coalition Against Substance Abuse (PCASA), which meets monthly, and the 650 Forum, which meets quarterly in Cody, are two coalitions that currently focus on preventing underage alcohol usage. Both coalitions have the support to broaden their scope to incorporate the goal of preventing the misuse of alcohol by individuals of legal age. The benefits of having two separate coalitions meeting within their perspective communities encourage increased participation by local organizations and community members. The coalitions' mission statement is to reduce abuse of alcohol through the following goals: reduce community acceptance of alcohol abuse, reduce underage alcohol use, reduce availability of illegal substances, provide drug-free alternatives/ activities for the community, and reduce driving under the influence. The third coalition, Choosing Healthy Options In College Environments (CHOICES), is sponsored by Northwest College (NWC), located in Powell. Currently, CHOICES is addressing underage alcohol use prevention but is moving towards tackling the issue of misuse by those of legal age.

There is a fourth coalition - the Park County Health Coalition (PCHC) has been in existence for many years with its mission of enhancing the health and wellness of all community members. Members of the PCHC include representatives from many social service providers, the schools, hospitals, and interested community members. The coalition's mission is to advocate, educate, network, and mobilize resources for the health and wellness of Park County. This coalition had a critical role in the application and implementation of the 21-SIG and is supportive of the community's receiving the SPF-SIG in order to continue the beneficial outcomes of alcohol misuse prevention.

All four Park County coalitions have broad community representation - schools, DFS, law enforcement, public health, mental health, alcohol retailers, community members; some members serve on more than one coalition. The coalitions have agreed to support and assist with this grant's

strategic plan activities. They have a critical role in promoting the social norms campaign and implementing the brief interventions using motivational interviewing with target populations.

Form 4: Consequence & Consumption Areas

Limit 2 pages

Describe the alcohol-related consequence and consumption areas your community will be focusing on. Refer to Questions 5 and 9 from the Needs Assessment Workbook.

- Consequence areas could include alcohol-related crime, alcohol-related car crashes, and/or alcohol dependence and abuse.
- Consumption areas could include underage drinking or adult binge drinking.

Consequence areas:

Drinking and driving among all ages was recognized as key consequence that needed to be addressed. It was felt that by addressing drinking and driving, we would also address driving fatalities and crashes. Overall, it was felt that there was not significant other crime to address – that this consequence was the most important. Dependence was not recognized as a major concern – but that was based on our consumption rates for adults (binge drinking) being the same as the state and national average. It was also felt that addressing underage drinking and binge drinking by adults would address addiction rates in the future.

Consumptions areas:

Underage drinking and binge drinking among young adults may be the leading contributing factor to several issues including harmful consequences for youth (violence, sexual assaults, other drug use) as well drinking and driving and addiction. As high school students establish their norms based on the behaviors of young adults, these young adults may be establishing a poor standard for the youth. Therefore, focusing on binge drinking by young adults makes a lot of sense. At the same time, it was recognized that efforts to reduce underage drinking and underage binge drinking need to continue as well. Presently, there have not been any efforts to reduce binge drinking among young adults in Park County. Binge drinking by older adults and heavy drinking were not considered to be as important based on the BRFSS data viewed by age.

A full examination of these issues was conducted in the Needs Assessment.

Form 5: Intervening Variables/Causal Areas Limit 2 pages

Describe the intervening variables/causal areas of substance use in the community.

- How did you respond to Question 40 in the Needs Assessment Workbook?
- Why are you focusing on these areas? Justify your reason.

The causal areas that the Park County community is going to target are: Social Availability, Community Norms, and Criminal Justice. These three areas were selected because they are ranked the highest in regards to contributing to the misuse of alcohol and the possibility of change. It was discussed that by addressing these issues there would be overlap and affect changes within the other three areas. Also, the limited potential resources provided by the PF project align with these causal areas.

Social Availability was ranked as highest based on the surveys from youth indicating that the single largest source of alcohol is an adult other than a parent. Therefore, retail availability is not an issue (and several best-practice activities are already in place to address retail availability). The prevention research is very clear that reducing availability will result in a reduction of use.

Community Norms was the second target area. Extensive surveys in Park County have shown that youth and young adults (e.g., college students) significantly over estimate alcohol consumption by their peers. Furthermore, attitudes regarding the misuse of alcohol are misperceived by both youth and adults in the community. Therefore, targeting community norms is the next appropriate strategy to reduce use and increase compliance with laws. While reducing social availability of alcohol for overage drinkers is would be rather challenging, addressing community norms regarding overage binge drinking is more straightforward. The prevention research is very clear that establishing appropriate norms of alcohol use (e.g., non use for underage drinkers, no binge drinking for adults) will result in a reduction in the misuse of alcohol.

Issues regarding the Criminal Justice system were noted during the Needs Assessment, but require further investigation and research to discern a next step or solution. Presently, Park County is not utilizing any best-practice strategies for interventions or sentencing

guidelines for DUI offenders. The prevention research indicates several potentially promising approaches; however, additional research will have to be conducted.

Additional justification for addressing these three causal areas can be found the Needs Assessment.

Form 6: Community Resources Limit 2 pages

Describe the current community resources available to address the targeted substance use issues in the community.

• What were the results of the Community Resource Assessment (Table 51 from the Needs Assessment Workbook)?

Current Resources and Strategies Focusing upon the Misuse of Alcohol by Causal Area

Causal Area	Strategies	Resources
	Compliance Checks The compliance Checks	Cody Police Department
Retail Availability	• Server Training (TIPS)	Park County Sheriff's Office
	• Shoulder Taps	Powell Police Department
		WPH Prevention & Wellness
	• WHAT'S UP (brief	Park County Youth Services
	intervention for minors)	WY Dept. of Family Services
	• BASICS (brief intervention for	Cody School Resource Officer
	NWC students)	Cody School Resource Counselor
Criminal Justice		Powell School Resource Officer
		Powell School Resource Counselor
		NWC Counseling Staff
		WPH Cedar Mountain Center
		WPH Prevention & Wellness
	• Addressing Adults who Supply	Cody Police Department
	(law enforcement)	Park County Sheriff's Office
	• Parent Booklet / Direct	Powell Police Department
	mailings	Powell Schools
Social Availability	Social Norms to HS Parents	Cody Schools
	(radio and billboards)	Big Horn Radio Network
	Promoting Alternative	Cody CAN Club
	Activities for youth	Powell Youth Council
	,	WPH Prevention & Wellness
Promotion		
	Parent Booklet / direct	Powell Schools
	mailings	Cody Schools
	• Social Norms to parents (radio,	Northwest College
Community Norms	billboards)	Big Horn Radio Network
	• Social Norms with HS students	WPH Prevention & Wellness
	• Social Norms at NWC	
	• Community Presentations /	

	articles School Activity Participation	
	Policies NWC Athletic Policies Addressing Adults who Supply	
Individual Factors	 Cody CAN Club Powell SPAM Here's Looking at You (health curriculum in Cody) Powell health curriculum Cody Onsite Prevention Powell Onsite Prevention DFS Youth Prevention Project DFS ISP Project YBHC Family Therapy Learning Forum Training 	Cody CAN Cody Schools Powell Schools DFS Yellowstone Behavioral Health Center (YBHC) WPH Prevention & Wellness WPH Cedar Mountain Center

As shown in the table above, there several activities on-going in the community to address the misuse of alcohol. However, there are relatively few addressing the misuse of alcohol by adults. This is a definite gap and will be addressed by this current project.

Form 7: Strategies No page limit

Describe the community-based strategies to be used to address the targeted substance use issues in the community.

- How are the selected strategies appropriate? Justify your selection.
- How will the selected strategies address the consequences, consumption, and intervening variables identified?
- How are the strategies evidence-based? Provide verification that they are indeed evidence-based.

1. Targeted Substance Abuse Issue: Underage Drinking

Strategy 1.1 Social Norms Campaign

Verification of evidence-based strategy: See *Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation*, Pettibone, Kowalczyk, Laestadius, 2007, page 12.

The social norms campaign would target the community, parents, and youth. Existing surveys conducted on adults in Park County indicate that the overwhelming majority of adults do not support underage drinking, recognize that it is harmful, and are very concerned about it. However, they do not perceive that their beliefs are common to the general population and they overperceive the level of alcohol use by adults and youth. Furthermore, parents underestimate the prevalence of protective behaviors taken by other parents. The social norms theory states that when people do not feel their beliefs are representative of the general population, they are less likely to act or speak in support of their beliefs. The theory states that by correcting people's misperceptions, their behavior will change.

The social norms campaign will address the causal factors Community Norms and Social Availability. The focus for community campaign is to reduce availability of alcohol provided to youth by young adults (the PNA and YRBS confirm this is the single largest source of alcohol for underage drinkers in Park County). In addition, the community campaign seeks to reinforce protective behaviors by community members (e.g., reporting underage drinking parties) and help to address the misperception that most youth drink alcohol. A combination of mass media (earned and paid) and community presentations will be used.

The focus for the parent campaign is to promote increased use of protective behaviors by parents including curfews, requiring youth to check in during the evening, and checking for signs of alcohol when youth come home. In addition, the campaign will seek to address the two most prominent misperceptions held by parents: that most of their child's peers drink and that they would know if their own child was drinking. Direct mail supported by mass media (both earned and paid) will be used to reach parents.

The focus for the youth campaign will be to correct students' perceptions of alcohol use by their peers and use by other salient groups (e.g., college students for high school seniors). Extensive research has shown (supported by our own data) that usage is decreased when student misperceptions are corrected. Classroom interventions, school-based media, and mass media will be used to reach students.

Strategy 1.2 Brief Intervention based on BASICS

Verification of evidence-based strategy: See A Practioner's Guide to Science-based Prevention, SAMHSA, 2002.

For those underage youth who are indicated users of alcohol, the model program Brief Alcohol Screening and Intervention for College Students (BASICS) has been introduced at Northwest College. In addition, the community high schools have adapted a version of BASICS, called WHAT'S UP, to use with its high school age population. BASICS and WHAT'S UP are preventive intervention programs to reduce drinking and enhance awareness about alcohol-related issues. BASICS targets college students, and WHAT'S UP targets high school students who are considered at risk because of indicated use of alcohol. Students may be referred to the programs by parents, the school, or the judicial system.

The brief intervention relies primarily on a motivational interview to provide students with the skills, knowledge, and insight into the consequences of drinking. Information is gathered about the student's alcohol consumption patterns, personal beliefs about alcohol, understanding of social alcohol norms, and family history. It provides the student with personalized feedback on

myths about alcohol's effects, facts on alcohol norms, ways to reduce future risks associated with alcohol use, and a menu of options to assist in making changes.

These brief interventions are a part of the Criminal Justice causal area. The overall strategy to address the Criminal Justice causal area is to make sure that sentencing guidelines use best practices strategies.

2. Targeted Substance Abuse Issue: Adult Binge Drinking

Strategy 2.1 Social Norms Campaign

Verification of evidence-based strategy: See *Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation*, Pettibone, Kowalczyk, Laestadius, 2007, page 12.

A social norms campaign will be used to address Community Norms associated with adult binge drinking. A social norms strategy is appropriate for this issue because of its broad reach (adults are harder to reach than youth who are in school) and its relatively significant impact with the limited resources available in this project. The campaign will focus on adults in Park County, and most likely, segment adults to focus on young adults as the BRFSS data make it very clear that this population has a much greater prevalence of binge drinking.

Northwest College does provide a captured audience of young adults and therefore a mechanism for a cost effective social norms campaign. The administration and staff are aware of such efforts and are supportive of the approach.

The campaign will seek to address misperceptions of usage levels, perceptions of harm, disapproval, and utilization of protective behaviors. All of these key areas of focus have been shown to reduce binge drinking and the negative consequences of binge drinking.

When selecting from science-based strategies, there are very few strategies available to reduce binge drinking among adults which have a universal reach and can be implemented at the community level (raising the cost of alcohol is another option, but not viable at the community level).

Strategy 2.2 Brief Intervention based on BASICS

Verification of evidence-based strategy: See A Practioner's Guide to Science-based Prevention, SAMHSA, 2002.

Under the causal area of Criminal Justice, there is a need for a brief intervention for adults who misuse alcohol in Park County. Presently, adults may be required to obtain an alcohol evaluation prior to sentencing for alcohol related crimes. However, if the adult is not diagnosed as dependent or abusing, there is no best-practice intervention required. An opportunity to change this individual's behavior before it escalates to dependence (or results in other negative outcomes such as a drinking and driving accident) is missed.

Through this proposal, Park County would add a best practice intervention for adults who have had problems with their alcohol use but do not have a diagnosis of dependence or abuse. The intervention, based on the model program BASICS, would be cost-effective and delivered in reasonable amount of time, thus not being an undo burden on the individual. The eventual goal would be to make such an intervention available to the court system as well as physicians, emergency room staff, and even encourage individuals to self-refer. Such an intervention could readily be integrated into a social norms campaign promoting family members to support other family members who may have issues with alcohol. The goal would be to encourage people to voluntarily participate in the intervention.

3. Targeted Substance Abuse Issue: Drinking and Driving

Strategy 3.1 Social Norms Campaign

Verification of evidence-based strategy: See *Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation*, Pettibone, Kowalczyk, Laestadius, 2007, page 12.

This strategy would address the Community Norms causal factor.

A social norms campaign will be used to address drinking and driving in Park County. Given the limited resources of the project and the difficulty of reaching adult populations, a social norms campaign is the best approach. The campaign will address misperceptions

regarding prevalence of drinking and driving, prevalence of disapproval, and promote protective strategies (e.g., designated drivers, call a friend, etc.).

When selecting from science-based strategies, there are very few strategies available to reduce drinking and driving among adults which have a universal reach and can be implemented at the community level (increasing enforcement is difficult with limited enforcement resources and Wyoming's law against check points).

Strategy 3.2 Brief Intervention based on BASICS

Verification of evidence-based strategy: See A Practioner's Guide to Science-based Prevention, SAMHSA, 2002.

This strategy would address the Criminal Justice causal area.

As stated above, there is no best-practice or science-based intervention for adults who have problems with alcohol but do not have a diagnosis of dependence or abuse. As stated above, a brief intervention would fill a missing gap and seek to modify behavior before further problems develop. The intervention can be delivered by existing resources (with training) and not be too burdensome for the individual.

Strategy 3.3 Sanctions and Monitoring for Convicted Drunk Drivers

Verification of evidence-based strategy: See *Environmental Strategies: Selection Guide, Reference List, and Examples of Implementation*, Pettibone, Kowalczyk, Laestadius, 2007, page 14.

This strategy would address the Criminal Justice causal area.

After completing the Needs Assessment, the Coalition felt that additional research and exploration was needed to identify other mechanisms that might be suitable for reducing drinking and driving. Ideas such as DWI courts and the use of technology (e.g., interlock ignition control systems) were potential ideas identified.

This strategy will involve a limited investment of resources – mostly the coordinator's time to research and present various strategies. The Coalition will then review the options and

see if additional steps could be taken to improve the criminal justice system's response to drinking and driving.

Form 8: Community Readiness & Experience Limit 2 pages

Describe the community's readiness to address the identified issue(s) and strategies.

• How has the community's readiness been assessed?

Describe examples of prior community experience, successes, and barriers with this issue.

- What has been tried before?
- What has worked?
- What have been the struggles?
- What is different now?

Park County has experience working on issues regarding the misuse of alcohol focused on underage drinking. From the experience, we have collected attitudes of adults and youth about underage drinking as well as adult binge drinking. We have also worked on social norms campaign targeted at youth, adult community members, and parents. Most of our partners are familiar with the social norms technique and support the strategy.

All of the survey data collected shows tremendous support for addressing these issues. Adults have significant concern and understand the negative consequences of underage drinking. Adults disapprove of underage drinking. Adults support enforcement of the laws and policies at the schools. The majority of parents does not allow any underage alcohol use and has rules against their children drinking. Similarly, the overwhelming majority of community members think binge drinking by adults is potentially harmful and disapprove of the behavior. We feel that there is very strong community readiness for addressing these issues.

We have also had experience in introducing brief interventions. We have hosted motivational interviewing training and worked with counselors in implementing brief interventions. We have also worked with the schools and the judicial system to integrate such interventions into their sentencing guidelines. We feel that it is only natural to expand these offerings to adults.

Based on measures that we have gathered in working with youth, we have seen a significant reduction in student misperceptions of alcohol usage by their peers and a corresponding reduction in alcohol usage. We therefore are strong believers in the social

norms approach. In addition, preliminary evaluation data indicate that our brief intervention WHATS'S UP has had a significant impact on the alcohol behaviors of indicated users.

From our experiences, we know that there are those individuals and organizations that do not understand the social norms approach, who believe that most people think the misuse of alcohol is OK, and believe that the best strategy is to scare people. These individuals and agencies tend to be the hardest obstacle in implementing successful campaigns as the target audience begins to hear competing messages.

Form 9a: Activities & Outcomes

No page limit

Describe the coalition's planned activities for Year 1 implementation and Year 2 implementation to address the strategies.

• Include a timeline specific to the coalition's project (see Forms 9b and 9c).

Describe the associated short-term and long-term outcomes expected.

Short-term: 1-2 yearsLong-term: 3-5 years

Social Norms: Underage Drinking: high schools

Year 1

Activity 1. Seek to integrate social norms activities into health classes at Cody, Meeteetse, and Powell high schools.

We have developed classroom based exercises to help students understand misperceptions. These need to be expanded and improved.

Activity 2. Send direct mail to parents of high students in Cody, Meeteetse, and Powell promoting parental protective behaviors and addressing parental misperceptions.

We have some materials available. These materials need to be constantly updated to foster a "dialog" with parents. A parent booklet is available which we can send to parents as well.

Activity 3. Conduct in-service training with faculty and staff regarding misperceptions held by students. Promote ways that they can address these misperceptions with youth.

We have found that if the faculty and staff do not understand the social norms approach and do not believe the data themselves, they can have a significant negative impact on the efforts to change student misperceptions. This activity will work to address this challenge.

Activity 4. Support local media correcting misperceptions [depends on statewide project].

Local media can include radio PSAs, newspaper articles, community presentations, etc.

The exact details will depend on the statewide campaign.

Year 2

Activity 5. Work to train health teachers so that they take over social norms instruction in their classroom.

The goal will be to embed the social norms concept into the health curriculum so teachers feel confident to present and teach this material on their own.

Activity 6. Continue direct mail campaign with parents. Seek ways to sustain the campaign into the future.

We will seek local partners to help fund the cost of mailings to parents.

Activity 7. Support local media correcting misperceptions [depends on statewide project].

Short-term Outcomes (1-2 years): Social norms strategies are embedded in the prevention practices of the schools systems.

Long-term Outcomes (3-5 years): Underage alcohol use in Park County drops by 5% compared to 2006 PNA.

Social Norms: Underage Drinking: Northwest College (NWC)

Year 1

Activity 1. Seek to integrate social norms activities into the NWC Risky Behaviors health class.

We have presented to this class in the past regarding social norms and misperceptions. Efforts will be made to have it a regular topic discussed in the class.

Activity 2. Conduct in-service training for athletic groups and coaches.

NWC survey demonstrated that a majority of students believe that alcohol is a central part of athletes' social life.

Activity 3. Seek to integrate social norms messages into the college recruiting material, handbooks, and website.

This will allow for social norm messages to reach prospective/current students and their parents.

Activity 4. Support local media correcting misperceptions [depends on statewide project].

Local media can include radio PSAs, newspaper articles, community presentations, etc.

The exact details will depend on the statewide campaign.

Year 2

Activity 5. Work to have the NWC Success Center sustain the social norms campaign. Previously prevention activities were initiated by the Residence and Campus Life department. Efforts have been made to have the Student Success center more involved and take a leadership role in prevention.

Activity 6. Work to have social norms messages presented at Faculty & Staff orientation. We have found that if the faculty and staff do not understand the social norms approach and do not believe the data themselves, they can have a significant negative

impact on the efforts to change student misperceptions. This activity will work to address this challenge

Activity 7. Support local media correcting misperceptions [depends on statewide project]

Short-term Outcomes (1-2 years): Social norms strategies are embedded in the prevention practices of the college systems.

Long-term Outcomes (3-5 years): Underage alcohol use at NWC drops by 5%.

Social Norms: Adult Binge Drinking and Drinking and Driving Year 1

Activity 1. Measure baseline perceptions of adults regarding prevalence of adult binge drinking and drinking driving as well as attitudes [depends on statewide project].

Although we have some baseline data regarding adult attitudes regarding adult binge drinking, we would like additional data especially about protective behaviors (designated drivers, helping a family member get help if they need to address an alcohol problem, etc.).

Activity 2. Develop materials for local presentations and media to address misperceptions identified in survey [depends on statewide project].

Based on the statewide project and local data, we will develop materials including radio PSAs and presentations for local organizations.

Activity 3. Test materials with focus groups [depends on statewide project].

We will assemble small groups (or use existing groups) and our clickers to test materials and to get feedback from individuals. This also becomes a way to initiate the campaign.

Activity 4. Implement campaign placing materials using local radio [depends on statewide project] and local presentations.

Year 2

Activity 5. Repeat survey of adult perceptions and attitudes [depends on statewide project].

Activity 6. Revise materials based on results. Develop new materials to keep effort fresh [depends on statewide project].

Activity 7. Test materials with focus groups [depends on statewide project].

Activity 8. Implement campaign placing materials using local radio [depends on statewide project] and local presentations.

Short-term Outcomes (1-2 years): Increased dialog within community regarding alcohol misuse by adults and drinking and driving.

Long-term Outcomes (3-5 years): Decrease in adult binge drinking by 2% (5% among adults age 18 to 34). Decrease in drinking and driving (do not have local rates).

Brief Interventions: Adults

Year 1

Activity 1. Train key counselors in motivational interviewing.

Potential counselors to deliver a brief intervention for adults have been identified.

They will need to be trained in Motivational Interviewing. We have identified a trainer. The training typically takes two days.

Activity 2. Identify suitable scales and contents for personalized feedback sheet.

In order to personalize the intervention, the client completes scales or surveys so that the counselor can design sessions specifically for the individual. Some of these scales are available; others will have to be identified. We will use public domain instruments. The feedback sheet is then created using MS-Excel. We have a model currently being used for youth which will need to be changed for adults.

Activity 3. Identify and gather training materials for intervention.

Additional training materials will be needed (besides MI) for the counselors. These materials must be identified, organized, and provided to the counselors.

Activity 4. Train counselors in brief intervention educational materials and use of personalized feedback sheet.

The outpatient supervisor will train the counseling staff on the alcohol education aspects of the brief intervention and how to use the feedback sheet. The overall "structure" of the intervention will be discussed and practiced by the counselors.

Activity 5. Develop referral systems (judicial, physicians, self-referrals).

We will work with local judges, physicians, and the communications staff at the hospital to help develop materials and a campaign to educate the community about the program. The judges are already familiar with the program for youth.

Activity 6. Begin implementation with clients.

Year 2

Activity 7. Gather feedback from clients and counselors to seek improvements.

We will implement a mechanism to evaluate the intervention and the counselors.

This may involve video tapes as well as client follow-up evaluations.

Activity 8. Conduct advanced training in motivational interviewing.

An advanced MI training will be provided to counselors after approximately a year of working with MI techniques. The same trainer will be used.

Activity 9. Review materials and feedback sheet; make improvements.

The current scales, surveys, and feedback sheet will be reviewed and discussed with the counselors to identify improvements.

Activity 10. Develop training materials for future new counselors.

Training materials will be developed for the program to handle regular turn-over in counseling staff. In this way, the program can be institutionalized and be sustained.

Short-term Outcomes (1-2 years): Brief intervention for adults is available in Park County.

Long-term Outcomes (3-5 years): Reduction in repeat alcohol violations by adults; increased utilization of brief interventions by a variety of referral partners.

Sanctions and Monitoring for Convicted Drunk Drivers

Activity 1. Conduct a literature review and research potential sanctions and mechanisms for working with convicted drunk drivers.

A wide array of resources will be tapped to identify programs and sanctions for repeated drunk drivers. This material will be gathered and compiled into a report for the coalition.

Activity 2. Review and rank ideas with Coalition.

The Coalition will review the various options and rank the potential options based on feasibility and viability within Park County.

Activity 3. Develop plan for next steps.

Based on the options selected, a plan for implementation will be developed.

Short-term Outcomes (1-2 years): Implementation of improved sanctions for convicted drunk drivers.

Long-term Outcomes (3-5 years): Fewer repeat DUI offenders.

Form 9b: Time Line (Year 1) Limit 2 pages

Applicant Agency:

List the key activities, which will be conducted during the year. Be sure to include the anticipated start-up dates for each of the strategies to be funded under this grant. Activities listed are samples. Dates may be changed by the Division.

Activities	Oct 07	Nov 07	Dec 07	Jan 08	Feb 08	Mar 08	Apr 08	May 08	Jun 08	Jul 08	Aug 08	Sep 08
Contractual report and expenditure report: January 2008, April 2008, July 2008, October 2008				X			X			X		
Seek to integrate social norms activities into health classes at Cody, Meeteetse, and Powell high schools.					Х	X						
Send direct mail to parents of high students in Cody, Meeteetse, and Powell promoting parental protective behaviors and addressing parental misperceptions		Х					Х				Х	
Conduct in-service training with faculty and staff regarding misperceptions held by students. Promote ways that they can address these misperceptions with youth						Х					Х	
Support local media correcting misperceptions [depends on statewide project].												
Seek to integrate social norms activities into the NWC Risky Behaviors health class	Х											
Conduct in-service training for athletic groups and coaches.					Х							Χ
Seek to integrate social norms messages into college's recruiting material, handbooks, and website.		Х	Х									

Form 9b: Time Line (Year 1) page 2 **Activities** Nov Jan Mar May Jun Jul Aug Sep Oct Dec Feb Apr 07 07 07 08 08 08 08 08 08 08 08 08 Measure baseline perceptions of adults regarding prevalence of adult binge drinking and drinking driving as well as attitudes [depends on statewide project]. Develop materials for local presentations and media to address misperceptions identified in survey [depends on statewide project]. Test materials with focus groups [depends on statewide project]. Implement campaign placing materials using local radio [depends on statewide project] and local presentations. Train key counselors in motivational X interviewing. Identify suitable scales and contents for X Χ personalized feedback sheet. Identify and gather training materials for X X intervention. Train counselors in brief intervention Χ X educational materials and use of personalized feedback sheet. Develop referral systems (judicial, physicians, Χ X self-referrals). Begin implementation with clients Χ X Conduct a literature review and research X X potential sanctions and mechanisms for working with convicted drunk drivers. Review and rank ideas with Coalition. X

Develop plan for next steps.				X	X	X		

Form 9c: Time Line (Year 2) Limit 2 pages

Applicant Agency:

List the key activities, which will be conducted during the year. Be sure to include the anticipated start-up dates for each of the strategies to be funded under this grant. Activities listed are examples. Dates may be changed by the Division.

Activities	Oct 08	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09
Contractual report and expenditure report: January 2009, April 2009, July 2009, October 2009	X			X			X			X		
Work to train health teachers so that they take over social norms instruction in their classroom.	X											
Continue direct mail campaign with parents. Seek ways to sustain the campaign into the future.		X										
Support local media correcting misperceptions [depends on statewide project].												
Work to have the NWC Success Center sustain the social norms campaign.	Х	Х			Х	Х						
Work to have social norms messages presented at Faculty & Staff orientation.					Х							
Repeat survey of adult perceptions and attitudes [depends on statewide project].												
Revise materials based on results. Develop new materials to keep effort fresh [depends on statewide project].												
Test materials with focus groups [depends on statewide project].												

Implement campaign placing materials using							
local radio [depends on statewide project] and							1
local presentations.							
Gather feedback from clients and counselors	Χ	Χ					
to seek improvements.							

Form 9c: Time Line (Year 2) page 2

Activities	Oct 08	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09
Conduct advanced training in motivational interviewing.	Х											
Review materials and feedback sheet; make improvements.			Х	Х	Х							
Develop training materials for future new counselors.						Х	Х					

Form 10: Budget Limit 2 pages

Page 24 contains a sample budget form that will be used for all communities. Also include a detailed budget narrative explaining your proposed expenditures. Please keep all categories the same. Any category not listed may be added.

Salaries

Travel - instate

Office Supplies

WYSAC - evaluation

WyTAC - technical assistance

Motivational Interview Training – further training for counselors working with brief interventions. Building capacity, skills.

State Contract Quarterly Invoice for Wyoming SPF SIG

SUBMIT TO:

Substance Abuse Division Wyoming SPF SIG 6101 Yellowstone Road – Suite 220 Cheyenne WY 82002-0480

EXPENDITURES FOR QUARTER AND YEAR

(Due On 15th of the month for preceding quarter.)

Cost Description	Budgeted	Current	Year to Date	%
-	Amount	Month Exp	Expenditures	Exp
PERSONAL SERVICES				
Salaries & Wages	\$44,882			
Employer Paid Benefits	8,527			
SUPPORTING SERVICES				
Internet Service				
Telephone/Cell Phone Vehicle Expenses				
TRAVEL/TRAINING/MEETINGS				
Travel In-State	3,436			
Travel Out-of-State	3,130			
Training Fees				
Miscellaneous Meeting Expenses				
SUPPLIES				
Office (Consumable)	500			
Postage				
EQUIPMENT				
Maintenance				
Rental GRANTS-IN-AID				
PONATIONS- CITY, COUNTY,				
OTHER INCOME				
CONTRACTUAL SERVICES: Attach				
documentation to include: Subcontractor Name,				
Title, Contact Person for services				
WYSAC -evaluation	3,697			
WyTAC – technical assistance	5,916			
MISCELLANEOUS COSTS				
A. Bank Fees				
B. Other - Motivational Interview Training	4,500			
C. Indirect Costs	2,500			
TOTAL	73,958			

LOCAL AGENCY NAME and ADDRESS: West Park Hospital, 707 Sheridan Ave., Cody, WY 82414

NAME and TITLE OF REPORTING OFFICIAL: Pat McConnell, CFO

TELEPHONE NUMBER OF LOCAL AGENCY:

Phone: 307-578-2490 Fax: 307-578-2485 E-Mail: pmcconnell@wphcody.org

I certify that the expenditures reported above have been funded totally with funds awarded by the Wyoming Department of Health.

SIGNATURE OF AUTHORIZED OFFICIAL	DATE

Form 11: Community Infrastructure Limit 2 pages

Describe how the project will enhance the community's prevention infrastructure. Describe how it creates or improves upon:

- Coordinated efforts
- Organizational structures
- Planning
- Data systems
- Workforce development
- Evidence-based practices
- Cultural competence
- Evaluation and monitoring
- Sustainability

Coordinated Efforts

This project will improve the current efforts of the schools, college, law enforcement, substance abuse treatments and other community entities with preventing the misuse of alcohol. When these entities are brought together and share a common goal of promoting community social norms and implementing and supporting brief interventions with motivational interviews, it will build stronger relationships and future collaborations.

Organizational structures

Key agencies (e.g., judicial system, schools, DFS, counselors) will improve interactions and efforts as work addressing the misuse of alcohol expands beyond just addressing underage drinking. Furthermore, the attitudes of the community will change to promote intervention by key players such as physicians.

Data Systems

Hopefully, the statewide social norms project will provide local data regarding attitudes of adults regarding the misuse of alcohol. This is a clear gap in existing data. Such data will greatly assist in policy and behavior change and monitoring in the future.

Workforce Development

Workforce development is affected by the education and skill building of counselors who administer the brief interventions. Also, other community members, agency and organization will be educated in social norms campaigns and brief interventions, building their knowledge skills. This will leave a lasting impact on the prevention and intervention workforce in Park County.

Evidence-based practices

The project will expand the use of evidence based practices in the community. The introduction of social norms efforts with adults and brief interventions with adults will significantly expand the utilization of evidenced-based practices.

Cultural Competence

Our office currently has and will build a stronger relationship with the Migrant Health office. This office has helped in the past to create Spanish material for parents, and will assist with any needs that may arise with the SPF-SIG project. Currently, counselors using the brief intervention with motivational interviewing are trained to be aware of and respond to cultural diversity.

Evaluation and monitoring

This project will allow another opportunity to help key community agencies and members focus on real outcomes – now with adults. Instead of basing policy or programs on anecdotal information, the social norms strategy helps to inform the community about actual behaviors and fosters a focus on the real and not the perceived.

Sustainability

Because the programs outlined in this plan do not involve new programs, but rather focus on the environment through a transformation of existing systems or behaviors of key players, the efforts are much more readily sustained.

Form 12: Cultural Competency Limit 2 pages

Describe how the project will ensure that planned activities and processes are culturally competent?

- What steps and procedures will be implemented?
- How will cultural competency be assessed?

The majority population in Park County is white, 94.5%. The project is inherently created to address the culture of this group. The next largest group is Hispanic with 3.7% of the population. All efforts will be made to address this group's needs and respect its culture. Our office has a strong relationship with the Migrant Health office that has helped in the past to create Spanish material for parents, and will assist with any needs that may arise with the SPF-SIG project. Through focus group feedback we will obtain information on how to better address minority group needs. Currently, counselors using the brief intervention with motivational interviewing are trained to be aware of and respond to cultural diversity.

Cultural competency will be assessed by working with Migrant Health and analyzing data from the BRFSS and PNA state surveys.

Form 13: Sustainability Limit 2 pages

Describe how the coalition will ensure that efforts are sustained after the project ends.

Currently the counselors implementing the brief interventions (BASICS and WHAT'S UP) are funded by the high schools, Northwest College and Cedar Mountain Center substance treatment. This demonstrates that these entities recognize the value of the program and are willing to make the financial commitment to ensure that it is available to the students. Through the SPF-SIG project these counselors will have further motivational interviewing training to enhance their current skills. They will be encouraged and supported throughout the project to communicate their opinions on the progress of the program. This will give the counselors the confidence and ownership to help with sustaining prevention efforts.

The implementation of a new brief intervention for adults will require training and development for existing personnel – however, no new personnel will be added. This project will cover the costs of developing training materials for new counselors to handle regular staff turnover. Once implemented, the costs of the program will be covered by the client. Therefore, this program is readily sustained.

The social norms activities are more difficult to sustain. The goal is to achieve sustainability through the acquired collective knowledge of community members, agencies, and organizations who will then continue to promote social norms. At the high school level, the effort can be sustained in the curriculum, e.g., health classes adopt a social norms component. In addition, the school can adopt using social norms information in messaging conveyed to students, parents, and the community. The staff and faculty can correct students when they hear students discussing inaccurate perceptions of use in the community.

At the community level, it is more difficult to sustain social norms efforts. It is unlikely that resources will be available to sustain significant media at the local level.

Addressing this challenge will be an opportunity to be discovered over the next three years.

Form 14: Evaluation Limit 1 page

Describe how the coalition will evaluate the activities and outcomes of the project. Evaluations will be conducted in collaboration with Prevention Framework evaluators at the Wyoming Survey & Analysis Center (WYSAC). All you need to include is the fact that you agree to work with WYSAC on the evaluation of all strategies.

The West Park Hospital, Prevention and Wellness office agrees to work with WYSAC on the evaluation of all strategies pertaining to the SPF-SIG project.